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ABSTRACT

The research project described in this paper examined the development of analytic writing abilities in late high school and college level students. Following a brief discussion of the project, in which 135 students at different educational levels wrote position papers on an assigned topic, and 35 participated in protocol analysis, the paper offers a detailed description of the six-stage model of the development of analytic writing abilities that has emerged from the research. The major portion of the paper provides analyses of student papers that illustrate each stage of the model. It concludes with a statement of the continuum of writing development that is suggested by the model. Appendixes contain copies of student papers, descriptions of the two writing topics, and outlines of two of the model's stages. (FL)

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An Empirically-Derived Stage Model of the Development of Analytic Writing Abilities During the College Years: Some Illustrative Cases

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DRAFT

Stages in the Development of Analytic Writing Abilities

Specimen of Two Stages

(NOTE: This is a preliminary and partial draft of Stages One and Three of the stage model; I am still in the process of tabulating and refining this data; for this reason, syntactic criteria have been omitted from what follows.)

The final model includes seven stages; it will be presented descriptively, in a format similar to that of the following examples, and also in a series of charts. I will also include tables giving numerical tabulations and frequencies for various criteria for each of the model's stages, plus any other data that statistical analysis yields.

STAGE ONE (almost entirely high school students)

Appeal: didactic
dramatic/emotional
some factual
occasional pragmatic

Structure: associational, chronological, writer-based
little hierarchical movement
little or no dialectical movement

Development: unqualified edicts and assertions;
opinion examples, concrete--most often narrative/dramatic
some factual detail
some discussion
some simple causation
occasional problem solving
level: personal ("I," "a girl I know") or general/anonymous ("a person," "everyone," "people")
occasionally, sub-group within the society ("drunk drivers)

Audience: little or no awareness

Persona: no attempt to construct

Monitor: little or none; simply writes down all ideas on subject

Cognitive: absolutist, dualistic, simplistic; sees problem in either/or terms
no questioning of own position
little or no attempt to deal with or rebutt opposing opinions

Posture: dualistic, moralistic, punitive, judgmental; sees issue in terms of right/wrong

STAGE THREE (high school students, freshmen/sophomores, some juniors/seniors)

Appeal: factual, pragmatic
some emotional/dramatic--emotional appeals often appeal to readers' fears and guilt
some didactic
occasional ethical

Structure: assertions plus reasons, some qualification
low-level generalizations or writer-based organizations
occasional dialectical movement
some hierarchical movement, often bumpy

Development: discussion, factual details
opinion
examples, mostly generalized, representative
examples, concrete
examples, occasional narrative/dramatic
simple cause/effect; some tracing of multiple effects
comparison/contrast
authoritative data (statistics, authoritative facts)
some problem solving
occasional analogy
occasional evaluation
occasional logical argument (at upper end of range)
level: audience or audience-related peer group ("tavern owners")
groups within the society ("drunk drivers")
larger society
occasional individual
occasional historical

Audience: personal/emotional appeal most frequent ("How would you feel if . . .")
some identification with audience
some appeal to audience self interest

Persona: little or no effort to construct

Monitor: greater planning, monitoring than in Stage Two; may write a scratch outline or give self directions
planning activity deals with content, not strategy

Cognitive: some attempts to deal with opposing positions
limited differentiation among aspects of problem (i.e., public/private, drinking/drunk driving)
limited appeal to wider contexts (society as a whole, other countries, history)

Posture: some questioning of own viewpoint
some concessions
pragmatic; some moralism

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STAGES IN THE DEVELOPMENT OF ANALYTIC WRITING ABILITIES

1 - didactic, unsupported and unqualified edicts and assertions.
associational, chronological, writer-based structure.
little hierarchical movement.
moralistic, punitive, judgmental, absolutist posture.
emotional appeal.
simplistic, one-dimensional thinking; no questioning of own position.
little or no planning; simply writes down all ideas about the subject.
little or no awareness of self as writer.
little awareness of audience; on B papers, preaches at and shames readers.

2 - didactic edicts and assertions, but gives reasons for some assertions; some qualification.
associational, chronological, writer-based structure.
hierarchical movement bumpy.
extensive use of concrete narrative examples.
some generalized examples, rudimentary facts.
development consists mostly of extensive elaboration of examples, out of proportion to paper as whole.
primitive causation.
little planning; a few scratch outlines.
little awareness of self as writer.
some direct appeals to readers.
preaching at, shaming of readers on B.

3 - assertions plus reasons, some qualification, some dialectical movement.
writer-based organization; low-level generalization.
some hierarchical movement, although bumpy.
simple cause/effect chains; some multiple causation.
some moralism, but more pragmatism.
some problem-solving.
use of authoritative data (statistics, facts) for support.
use of generalized examples; concrete examples.
some use of analogy.
differentiates among aspects of problem (i.e., between law/enforcement, public/private, etc.).
appeal to wider contexts.
some questioning of own viewpoint, some concessions.
greater planning, monitoring activity; gives self directions.
some appeal to audience self-interest.
some identification with audience.
some anticipation of reader objections.
emotional appeal to readers: guilt, fear.

4 - some dialectical pattern, argumentation, hypothetical argument.
conceptual organization.
smoother hierarchical movement.
fully pragmatic; broad social, historical perspectives.
general examples, authoritative data, analogy.
cause/effect chains, tracing of consequences, multiple causation.
problem-solving.
questions own assumptions, anticipates reader objections.
appeals to reader's self-interest.
extensive planning; strategy part reader-based, part text-based.

5 - full dialectical pattern, argumentation.
conceptual organization, extensive movement up and down discourse hierarchy.
logical argument, but structure more prominent than substance.
cause/effect chains, multiple causation.
problem-solving.
pragmatism.
generalized examples, analogy, authoritative data, placement in broad social/historical contexts.
extensive and even over-extensive planning.
strategy more reader- than text-based.
appeal to reader's self-interest, reason.
considers and tries to deal with reader's opposition.

6 - (substage) all characteristics of Position 5, except that writer is so aware of multiple causation and conflicting viewpoints that s/he is unable to take a decisive position; everything is overqualified, overexplained.

7 - full dialectic thinking, argumentation, hypothetical argument.
support comes almost entirely from authoritative data, analogy, and logical argument.
placement of issues in broad social/historical/ethical perspectives.
full commitment to position while also recognizing its relativism.
appeal to reader's self-interest, values, logic.
strategy entirely reader-based.
writer very aware of self as strategist.
efficient amount of planning.
articulates opposition's point of view and either rebutts or concedes, as appropriate.

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An Empirically-Derived Stage Model of the Development of Analytic Writing Abilities During the College Years: Some Illustrative Cases

For over a decade now, we have been bombarded with reports about the wretched state of high school and college students' writing skills--reports about declining SAT scores, disappointing performances on argumentative writing, as revealed by the National Assessment conducted in the seventies, conferences and panels on "the literacy crisis," and, most recently, the reports of both the special task force on education and of the Carnegie COmission, both of which identify poor writing skills as an acute educational problem. In response to all this furor, the general public has called for a "return to the basics" in writing instruction, by which most people seem to mean a return to an emphasis on grammar, usage, and spelling. In response to such pressures, the competency-testing movement generally seems headed in this direction--that is, towards a focus upon sentence-level "correctness" as the criterion of competency in writing.

Yet research into the actual nature of college students' writing abilities reveals that only about 20% of entering freshmen are remedial-level writers needing basic work on syntax and usage. The remaining 80% write, on the whole, correctly. Further, if they are asked to produce narrative and descriptive writing--writing organized on the basis of chronology or spatial contiguity--they can compose lively and

vivid papers.

Yet most such students are utterly unable to perform well on an analytic writing task--one demanding hierarchical organization based upon concepts and requiring students to elaborate ideas, establish relationships among then, and then manipulate those relationships in ways characterizing complex thought. Faced with such a writing assignment, they produce essays that are banal, superficial, and trivial in ways suggesting some fundamental inability to think in a sophisticated fashion about complex subjects. Charles Cooper, who studied the writing of regularly-admitted students at SUNY/Buffalo, found that freshmen were "unable in writing to analyze ideas, facts, or data and to reason from evidence. Instead, they expounded on their ideological assumptions" and resorted to "overly simple 'common-sense' solutions to complex social problems."[1]

Yet it is precisely the kind of writing that requires analysis of and reasoning about ideas and data that students must perform throughout their college careers. Further, some researchers--Lev Vygotsky and Jerome Bruner, for example[2]--suggest that higher cognitive abilities, the abilities to think in and about concepts, may not develop at all apart from experience with written language and its systems of symbol manipulation.

Some researchers, of which I am one, suspect that the inabilities to write in mature ways that we see in current college students are caused not just, or even primarily, by poor writing instruction in the lower schools but rather by students' cognitive immaturities, which in turn lead to

the production of immature writing.[3] This is a chicken-and-egg kind of question, for it may be that students think in immature ways in writing precisely because they have not done enough writing (and probably reading) of the analytic sort. That is, they have not become proficient in the manipulation of abstraction that is part and parcel of conceptual writing and thinking (as distinct from more concrete kinds of thought that are anchored to particular contexts).

If there are developmental factors involved in high school and college students' poor analytic writing abilities, we certainly need to know what they are, and we especially need to know what these factors are in terms of writing development. That is, although we have considerable evidence that higher cognitive abilities do continue to mature during the college years,[4] and although we also have considerable evidence about the developmental nature of students' writing abilities during their younger years,[5] we are ignorant about the nature of writing development during the college years. Yet if we are to help our students, we badly need such information. Without it we will, on the one hand, continue to confound them with writing assignments way beyond their developmental levels--assignments at which they can only fail--or we will, on the other, lock them into those relatively simple kinds of writing tasks (for example, narration and description) which they can do easily and well and which will never challenge them to progress further. For it is fairly clear that cognitive development at the higher levels is not automatic--a matter of simple chronology--but depends instead upon in-

teraction between students' readiness for such development and an environment that elicits that growth through the right combination of "challenges and supports."[6]

Further, the sequence in which writing abilities develop may not be identical to that of general cognitive development. Writing presents its own set of complex constraints, and we know that in general writing ability lags behind speaking ability. It may be that writing development has its own timetable, one that may or may not coincide with general cognitive development. Thus while programs that utilize what we know about college-level cognitive development may well be helpful in teaching writing, we need to know more than we presently do about the nature of writing development itself.

For the past two years, I have been working on a research project at a Colorado Springs high school and at the University of Colorado, Colorado Springs, to study the development of analytic writing abilities in late high school and college students. This is a cross-sectional study which makes inferences about development by studying differences in student writing abilities at different educational levels, much as did James Britton's secondary-school level study in Great Britain.

The research design is complex, and I can only outline it here. Subjects were drawn equally from three different academic-interest areas--the liberal arts, business, and engineering and computer science--and their ages ranged from sixteen to fifty-five. Briefly, 135 subjects--thirty-five high school seniors, seventy college freshmen and sophomores, and thirty juniors and seniors--wrote essays on two different

occasions. The first session asked them to take a position on the tough drunk-driving laws that were then before the Colorado legislature. They were to write, arguing that position, to an audience that would on the whole share their viewpoint; several such audiences were suggested to them. On the second assignment, they were to perform exactly the same assignment except that this time they were to write to an audience that would on the whole be hostile to their viewpoint. Subjects did not know the topics in advance. They were allowed as much time as they wished to write; the time actually taken ranged from less than an hour to, in one or two cases, about five hours. All subjects also filled out a questionnaire about their experiences with and attitudes towards writing.

A representative subgroup of about thirty five subjects produced taped protocols as they composed and were later interviewed. Researchers rated papers holistically, using a criterion-referenced scale, and then coded a subset of papers and protocols for numbers of different cognitive, rhetorical, syntactic, and semantic indices. This subset was also rated for cognitive-development level by the Syracuse Rating Group, a research group which uses the Perry Scheme and other indices to assess cognitive developmental level. Preliminary statistical analysis shows significant correlations (.001 level) between age and scores and educational level and scores, with educational level being the more significant, as revealed by a partial correlation. Major area appears to be less important although liberal arts majors show a significant correlation with score level.

What is already emerging from the project is a rather clear stage model for the development of analytic writing abilities. For the rest of this presentation, I want to discuss the model's general outlines and to look at some representative papers that illustrate its different stages and substages. In general, no high school seniors score in the highest stages and no college juniors and seniors at the lowest. Freshmen and sophomores show more range and variation, a fact suggesting that it may well be during the first two years of college that the largest cognitive gains are made.[7] Writing development appears to proceed along several different continua that include degree and kind of planning of essay; nature of conceptualization of the problem being considered; type and basis of argument emphasized; nature of writer's position; degree and kind of relationship to reader; degree and nature of awareness of self as writer; degree and nature of questioning of one's own viewpoint; dialectical movement; rhetorical strategies; syntactical and other local strategies. The model's stages are not distinctly separated from those just below and above them, and there is considerable overlap between one stage and the next, with certain traits becoming prominent in one stage and then gradually declining or even disappearing over the next two or three as other characteristics become prominent. In this paper, I will be examining only the "B" papers, those directed to hostile readers, since they seem to be the more telling indices of writing maturity.

Stage One

I have not included papers from the lowest-scoring range. Of the subjects who place at this level on the "B" topic--about 12% of the total group--over half are in high school. For the most part, they write with unsupported edicts that are both sweeping and didactic. Instead of shaping their writing to be effective with their readers, they either ignore them or rely on crude emotional appeals. When they are not directing such appeals to their readers, they simply disgorge everything they know on the subject of drunk driving. They view the issue in simplistic and absolutist terms--of right and wrong, good and bad--and see drunk driving not as a problem to be solved but as a sin to be punished. Their papers are filled with calls for revenge against and punishment of drunk drivers.

Structurally, the papers are largely associational--one idea suggests another, in no particular order--with little or no hierarchical structure. In developing their ideas, these writers have few resources except edict and opinion. Apart from such assertions, they rely heavily upon concrete narrative examples and concrete facts about drunk driving and alcohol. They engage in some causal analysis although this usually consists of simply giving reasons for assertions.

These writers seldom question their own viewpoints or engage in the dialectical movement that systematically looks at several sides of any position and tries to achieve a synthesis between competing ideas. Rather, for Stage One writers, truth appears to be one-dimensional and utterly uncomplicated. Stage One writers also have little sense of themselves as writers. Their protocols reveal little "monitoring," or critical, activity. They do not

plan but, rather, put words down as words occur to them, and they are at the mercy of "inspiration," which all too often doesn't occur. In their writing, they have no strategies, purposes, or goals, nor do they attempt to construct personae--credible presentations of themselves to their readers.

Stage Two

Paper One: The first paper in the packet is a Stage Two paper written by a seventeen-year old high school senior, but it shows many of the characteristics discussed under Stage One: moralism, didacticism, and even more heavily emotional appeals to the reader than are customary in Stage One papers.

However, unlike Stage One writers, this Stage Two writer is very aware of her audience and directs her appeals to her readers throughout. Yet in reality her strategies would be anything but effective with her audience, for she preaches at and sometimes blames and shames her readers, a frequent posture with writers in this range: "Maybe you just don't care how you drive or it may effect [sic] you" and, later in the paper, "You don't care how [people] abuse themselves or others . . . just as long as you make money from it." She also appeals directly to her readers with rather charming naivete: "The laws are there for a reason. Don't shut them out or disagree with them." In the middle of the paper, she appears to lose sight of her original audience--members of the alcoholic beverage industry--and to be writing a general plea to all those who drink and drive. Her difficulties relating realistically to her readers as well as her moralistic tone suggest cognitive immaturity.

Once again, paper structure at this stage is largely random

and associational. Like Stage One writers, this writer seldom qualifies her statements or questions her own viewpoint although she does once or twice appear to answer objections that someone might raise to her statements: "Of course, people who are under the influence and kill another person or persons are hit with manslaughter, but what about those who are hit and survive?" She relies largely on graphic emotional illustrations which stress death and mutilation. I suspect that Stage Two writers, confronted with a hostile audience but not able really to put themselves into those readers' frames of reference, can think of no direct basis of appeal to these readers except an emotional one. And indeed, in Stage Two the ratio of emotional to didactic appeals increases over that of Stage One, where didactic appeals predominate over emotional. Further, Stage Two writers use more examples and details than do Stage One subjects, and many of these are generalized examples: "Teenagers go to a party, get drunk, and pile into a car . . . " They also give more reasons for their assertions; the use of causal analysis more than doubles between Stage One and Stage Two. Thus the movement is towards more fully supported and developed ideas.

This paper also points forward, briefly, to later development when the writer suggests some alternatives to drunk driving that readers might consider. Here, she engages in some simple problem-solving activity, a strategy that becomes prominent in later stages.

Stage Three

Paper Two: About 23% of the subjects score at the Stage Three level. Most of them are under the age of twenty-five, and over half are freshmen and sophomores while a third are high school seniors and a sixth are college juniors and seniors. The next

paper comes from the low range of Stage Three and is written by a twenty-eight year old college freshman. It shows many characteristics of Stage Two, particularly in its overextensive use of narrative examples patched together with the flimsiest of generalizations.

Once again, the appeal to readers is largely emotional--this time an appeal to bartenders' parental feelings rather than to their generalized guilt, a posture suggesting that the writer has tried to find some point of identification with her readers: they are parents as well as bartenders. However, she also at times blames readers for drunk driving: "If you would help to keep the intoxicated driver off the street, these laws would not be necessary," and so on.

Yet along with emotional appeals and attempts to arouse readers' guilt, this writer also makes a rudimentary appeal to readers' self-interest, a strategy that grows increasingly prominent in later stages and which indicates growing ability to place oneself in the reader's frame of reference; she is aware that tavern owners are worried about what drunk-driving laws will do to their profits, and she tries to reassure them that "these laws do not prevent you from selling alcoholic beverages to anyone" and indicates that she "doubts very seriously that these laws will prevent anyone from drinking" although she supports neither of these statements with any evidence or argument.

She devotes the body of her paper to describing three representative bar patrons-- a regular habitue', an alcoholic, and a social drinker. Thus she moves to an abstraction level beyond that of many Stage Two writers, for she formulates hypothetical

and typical examples rather than relying upon concrete incidents that have actually occurred. However, the logic throughout this section of the paper is preposterous. The writer asserts, for example, that because someone has reported that the alcoholic patron drives well when drunk, alcoholics are no menace behind the wheel of a car.

The best section of the paper suggests ways in which tavern owners can help solve the drunk-driving problem--in this case, by providing alternate transportation to impaired patrons and by limiting customers' drinks. Here, the writer genuinely anticipates readers' objections, a strategy one seldom finds in earlier papers: "You may think you will lose a customer but if he goes to jail you will lose him as a customer also." She also manages at this point to flatter her readers: "As someone who deals with people who drink, you are probably a better judge of when someone has had too much to drink than I am." Of course in proposing these strategies, she defeats the very point she has started out to make--that bartenders should support the proposed laws--for she now says that these laws would be unnecessary if bartenders would look out for their own patrons.

Here we see in obvious form what shows up more subtly in later papers. Again and again, writers in the middle stages resort to problem-solving strategies; the use of this approach more than quadruples between Stages Two and Three and doubles again between Three and Four. I suspect that it provides a way-station on the road to mature analytic writing. That is, middle-stage writers, aware of their readers' probable hostility but still unable to engage those readers with a direct argument, evidently adopt the problem-solving approach as a compromise: with it they can suggest

helpful gimmicks to these readers that will seem to diminish the potential threat of the drunk-driving laws. In effect, they say, "You don't have to worry about the laws because you can do x, which will keep you from being hurt by them." Although realistically the ploys suggested simply detour around the central issues, they appear to engage the writers in creative thinking that in turn often produces the best parts of their papers. In the upper stages, problem-solving declines as a strategy while logical argument increases dramatically, and we may speculate that problem solving provides a transition into logical argument.

Paper Three: Paper Three comes from the mid-range of Stage Three and its writer is a twenty-nine year old senior. Most Stage Three writers compose longer papers that do Stages One and Two writers, and their discourse patterns include more questioning of their own viewpoints and qualification of their statements. They writer of Paper Three also draws more heavily upon "authoritative" data than do less mature writers; he cites statistics about accidents involving drunk drivers and facts about the physiological effects of alcohol. He also sometimes differentiates between the law and its enforcement and between drinking and drunkenness, differentiations apparently lost to less mature writers.

His protocol reveals some simple monitoring activity. Although he does little advance planning before beginning to write, he does give himself directions as he composes: "OK, now I should go into a little something about how these guys [the drunk drivers] deserve it [harsh treatment]--that's what we should talk about," or, "I kinda got off the track here, but that's ok; it's another example . . . " The writer of this paper complains a lot about the

assignment and about how stupid his writing sounds, but he also sometimes congratulates himself for doing something well. In other words, he has more sense of himself as a writer than do less mature writers although that sense does not include a very complex strategy. As he put it in his interview, "I just kind of let it flow through my head and write it the way it was."

This writer's "B" paper is more moderate than his "A" essay; apparently the exercise of writing to a hostile audience forces him to focus less on his own opinions and more on the rhetorical context than did the "A" assignment, which he took as an invitation simply to articulate his own ideas. In writing to the hostile audience, he shows some ability to relate to his readers' positions--he sometimes speaks of "we" rather than "you," thus identifying himself with his readers (although this identification does not extend to empathy) and he occasionally appeals to his readers' self-interest instead of simply trying to shame them into submission.

He also gives reasons for his assertions, establishing chains of cause and effect and sometimes ackowledging the complexity of causation in the areas he examines. And in general, use of causal analysis continues to increase in Stage Three, reaching its peak in Stage Four. Stage Three writers do better at establishing causation than at tracing effects or consequences, particularly hypothetical consequences. In general, writers seem to master causation--in Marie Secor's terms, "What caused this to happen"[8]--before they can see that "this happened, so that resulted" or can speculate about "what <u>might</u> happen if this is done." Probably tracing consequences requires more abstract reasoning ability than does identifying causes. Stage Three writers use a fair proportion of general examples and occasionally see the drunk driver as need-

ing treatment rather than punishment. Some of the time they include middle-level statements as they move from general to particular, and some of the time they argue from analogy.

Several patterns emerge in Paper Three. The writer appeals to the opposition primarily on emotional grounds not too far removed from the preachiness of Stage Two writers except that he tries to mobilize tavern owners' guilt and anxiety as parents, saying, "Many of you in the industry and Brewers' Association have children of your own or know friends who do. None of us want [sic] to see them injured or killed because we let drunk drivers on the road." He attempts to allay readers' anxieties about losing business with a problem-solving ploy: educate customers to bring a friend along to drive them home. The friend would also buy a few drinks, and thus business volume would stay high. The logic here is, to put it mildly, questionable, but once again the writer is struggling to accommodate his audience. He also includes the most extensive argument from analogy that we have seen yet; this rhetorical strategy scarcely appears before Stage Three, probably because it involves generalizing from one context to another in ways that are beyond less mature writers, who tend to be concrete operational.

Paper Four: Paper Four falls at the upper end of Stage Three. This writer also appeals to tavern owners as parents, but she buttresses her argument more heavily with statistics than does the writer of Paper Three, and she groups herself with her readers: "When three out of four driving accidents involve drunken drivers and hundreds of accidents occur every weekend, in every area of the country, we absolutely must consider the fact that the tragic epidemic of drunken driving will most likely, someday, affect us personally."

Such identification is always an effective rhetorical strategy.

She also gives factual information about alcohol's physiological effects, and she makes more effort than do earlier writers to exonerate her readers of responsibility for the drunk-driving problem. She tries to reassure them that their business will not be damaged by the new laws, but never gets this argument off the ground and ends, instead, with a rather sentimental appeal to support human life. However, the paper shows continued movement towards more rational analysis. Although the writer does not question her own premises, her tone is moderate and reasonable throughout.

Stage Four

Paper Five: Paper Five, which falls at the lower level of Stage Four, is the first one we have seen that questions the effectiveness of the proposed laws or argues with any of their provisions. This writer constructs a rather complex hypothetical argument, showing a degree of abstract reasoning that earlier writers almost never achieve. He relies heavily upon the tracing of probable effects and engages in considerable dialectical reasoning, questioning his own statements, making concessions, and then counterarguing: "To be effective, the laws must stop the drivers before they have the chance to hurt someone. Granted, a heavy sentence is concomitant with vehicular homicide, but aren't the laws you are fighting for supposed to scare people ahead of time? In my opinion, they won't," and, "[We must] stop the disease before its symptoms become obvious. I agree that some new laws must be instigated, but the laws you propose just aren't enough." Further, he qualifies his statements more carefully and differentiates among aspects of the problem more subtly than do less mature writers: "Although I believe something

should be done, tougher laws applied to those few people who will be caught are not the entire answer."

The paper deteriorates near the end since the writer does little to support his proposed solution to the problem, but his reasoning process is the most mature we have seen yet. He is also quite skillful at appealing to his readers--in this case, Mothers Against Drunk Drivers--for instance, when he says , "Get them [drunk drivers] off the street. That's one less drunk you have to worry about. He can't hurt your family anymore. . . . But for how long? . . . . After he reacquires his license, he's once again posing a threat to our children." Notice how he identifies himself with his readers by speaking of <u>our</u> children. Incidentally, this writer is an eighteen-year old high school senior.

<u>Paper Six</u>: We can tell, I think, from the "voice" of Paper Six that its writer is probably less cognitively mature than the writer of Five. Yet I have included the paper, which is at the mid-range of Stage Four, because it illustrates a development typical in this range. Note that the paper's structure is clearly--even rigidly--hierarchical, and that the writer articulates his readers' probable objections to the law so that he can systematically rebutt them; in short, the paper is conceptually structured and dialectically argued. Parts of the argument are persuasive, and parts are not--for example, the assertion that the new laws won't affect tavern owners' profits because it is already illegal to serve anyone who is intoxicated; thus the laws will change nothing. Although strictly speaking this statement is correct, most people know that in actual practice patrons often have to be falling off the bar stool before they are refused service. Thus the argument seems legalistic rather than telling. Further, the

writer's rebuttals of opposing arguments are abrupt, his transitions often clumsy. Yet in other ways this is quite an effective paper--the problem-solving section deals well with feasibility and genuinely addresses bartenders' self-interests.

Probably this writer has mastered the structure of logical argument but not the substance that would flesh out that structure, a rather common occurrence at this level. This writer has studied forensics and seems to have thoroughly learned debate structure. In general, structure often seems to precede substance and to prepare the way for it, as William Perry discovered in his Harvard study.[9]

This paper also illustrates several other Stage Four developments: it is completely directed towards its readers rather than being just a collection of the writer's opinions. Further, the writer is very aware of himself as writer. He engages in advance planning; in his interview he reports that he always "jots down ideas and then crosses out things that don't follow through logically or make a strong enough argument." He also says that he always writes a rough draft, and his protocol shows lots of monitoring activity plus a strong sense of strategy concerning his readers --namely, "to make it sound as if the rules would be good for them" and "to avoid giving all the facts on their [i.e., the readers'] side." His argument combines logic with appeal to self-interest. The writer of this paper is seventeen.

Several trends that we have already noted peak in Stage Four--use of problem-solving, causal analysis, and a generally pragmatic basis for the writer's appeal to readers. In Stage Four, we also find some writers basing their appeals upon social and ethical considerations, a trend that continues into the upper ranges and

reaches its peak in Stage Four. This development suggests, I think, that writers are moving out of their own frames of reference and seeing both themselves and their readers as members of the larger human community; writers in Stages One and Two virtually never raise either social or ethical considerations. Probably paralleling this rise in ethical concerns, the strategy of evaluation--making a reasoned judgment about a point or issue--increases steadily across Stages Three through Six.

Stage Five

Paper Seven falls mid-way in Stage Five. Its writer uses quite complex discourse structures, engaging in considerable dialectical movement. Again, this paper has the structure of logical discourse but not always its substance. That is, this writer sees the complexities of the drunk-driving issue and he tries to discriminate between good and poor parts of the proposed law, but he can't quite juggle all these complications at once. His paper is less coherent than earlier ones, probably because he is aware of far more complexity than are less mature writers.

This writer utilizes extensive chains of cause and effect although sometimes these work a bit like the domino theory--for example, in the section in which he argues that the Gross National Product will decline if we jail convicted drunk drivers. Depth of development in this paper is far greater than it is in earlier examples.

This writer is highly aware of himself as a writer and of his audience as readers. He deliberately tries to enter into his audience's point of view, and he keeps reminding himself not to "come on too harsh" [sic]. His strategy is to come up with an

argument for supporting tough laws but to be sure to respect his opponents' opinions and agree with some of their points. Note that he appeals to bartenders not as fellow parents but as fellow members of the Colorado Springs community.

This writer is also aware--perhaps too aware--of composition "rules," and such overawareness is frequent in this range; often it interferes with writers' concentration upon topic, purpose, and reader. Since earlier writers appear quite unaware of writing constraints--except, perhaps, for spelling--I can only assume that this extreme self-consciousness about oneself as writer characterizes a necessary but awkward transitional stage to more skillful writing. Advanced writers, by contrast, focus entirely on their audience and their goals vis-a-vis the topic and give little attention to the more formal aspects of writing--probably because they have already mastered them.

Stage Six

Paper Eight: Papers Eight and Nine come from Stage Six (Stage Seven on your handout; I have decided to eliminate the subphase previously labeled "Stage Six"). Stage Six shows a dramatic increase in societal and ethical appeals and in the use of logical argument as a primary strategy

The writer of Paper Eight mounts a sophisticated argument directed at the self-interest of the alcoholic beverage industry. She is the first writer we have seen who faces squarely the fact that the new laws will probably cause at least a temporary drop in beverage sales. Earlier writers have tried to dodge this unpalatable truth with gimmicks. This writer talks about trade-offs--less business but better public relations which would, in turn,

reduce pressure for harsh tax laws directed at the beverage industry.

She also discriminates between drinking and driving, arguing that it is possible to do one without the other and pointing to alcohol laws and their effects in several European nations as support for her argument. Again, this strategy places the problem in a broad social context.

Paper Nine: This writer also faces the issue head on and tries to deal with it as one requiring trade-offs between freedom and responsibility. She places drunk driving in the context of other social problems involving constraint and therefore some loss of freedom. She rather skillfully puts the Colorado alcoholic beverage industry, with which she identifies herself, on the side of responsibility and then reinforces that placement by citing actions of beverage industries in other states to assume responsibility for their patrons' uses of alcohol. Without ever seeming to threaten, she also manages to suggest to her readers that if the beverage industry does not regulate itself, it will be regulated by the government.

Both Writers Eight and Nine take clear positions and argue for them vigorously but also reasonably. They conduct effective arguments that are a mixture of their convictions and the exigencies of the rhetorical situation. That is, they are aware of inconsistencies on all sides of this issue and of the social costs involved in each position on it. Stage Six writers are aware of distinctions between public and private behavior and of the legal difficulties inherent in the proposed law. Often, they sympathize with both the victims of drunk drivers and the drivers themselves, whom they see as being sick rather than wicked. Yet they also realize that society must protect itself and that therefore some

must take some action about drunk driving even though Stage Six writers differ considerably about what that action should be.

Once they have made a decision, however, they set about supporting it persuasively and effectively. Their discourse moves are extensive but include less qualification of statement than do Stage Four and Five papers, a fact reflecting their clarity about their purposes and positions. Yet the authority with which they state their cases is far removed from the didacticism of Stage One, Two, and even Three writers, for it rests upon a rational argument that can concede its weak points and yet speak vigorously for its strong ones, and upon strategy that communicates and calculatedly appeals to readers rather than articulating the unsupported and unexamined moralistic opinions of the writers themselves.

Probably Stage Six writers can argue with both reason and authority because they have realistically considered all facets of the subject about which they write regardless of whether some of those aspects will challenge their own position. The ability genuinely to consider all sides of an issue--and I stress genuinely to consider, as opposed to simply going through the motions--is an index of mature cognitive functioning, and it is an ability with which less mature students have great difficulty.

By contrast, mature writers have reached conclusions which they can endorse precisely because they know what their positions' weaknesses are and don't try to pretend that those weaknesses are strengths. Further, they hold their conclusions provisionally, not absolutely. Such dialectical reasoning to working conclusions is the kind of thinking that, ideally, a college education encourages, and I am persuaded that analytic writing is one of the best methods of producing it.

What seems to emerge from this preliminary analysis of analytic writing development is a continuum from least to most mature that includes several kins of transitions:

1) from no awareness of self as writer and strategist, to some awareness, to over-awareness, to high awareness;

2) from little or no awareness of reader, to some, to much, to awareness of reader almost equal to that of subject matter;

3) transition in basis of argument most emphasized from moralistic, to emotional, to pragmatic, to social, to ethical;

4) transition in type of argument most emphasized from edit, to narrative example, to explanation, to causal analysis and problem solving, to logical argument.

5) transition from writer's sense of own position from ansolutist, to tentative, to firm but reasonable;

6) transitions in attention to planning from little or none, to some, to an excessive amount in some writers, to an efficient amount in the best writers;

7) transition in complexity of thought from little or no percaption of the issue's complexity, to some, to much and even overmuch, and back to much.

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Notes

[1] Charles Cooper, Roger Cherry, Rita Gerber, Stefan Fleisher, and Barbara Copley, "Writing Abilities of Regularly-Admitted Freshmen at SUNY/Buffalo" (unpublished study, State University of New York at Buffalo, 1980), p. 83 and passim.

[2]Lev Vygotsky, Thought and Language, ed. and trans. Eugenia Haufmann and Gertrude Vahar (New York: Wiley, 1962); Jerome Bruner, "Language as an Instrument of Thought," in Alan Davies, ed., Problems of Language and Learning (London: Heinemann, 1975), pp. 61-88.

[3] See Susan Miller, "Rhetorical Maturity: Definition and Development," in Aviva Freedman and Ian Pringle, eds., Reinventing the Rhetorical Tradition (Conway, AR: L&S Books, 1980), pp. 119-128; Janice Hays, "The Development of Discursive Maturity in College Writers," in Janice Hays, Phyllis Roth, Jon Ramsey, and Robert Foulke, eds., The Writer's Mind: Writing as a Mode of Thinking (Urbana, Il: NCTE, 1983), pp. 127-144; also see Janice Hays, et.al., "Introduction," in The Writer's Mind, pp. ix-xx.

[4] See William Perry, Forms of Intellectual and Ethical Development in the College Years, A Scheme (New York: Holt, RInehart & Winston, 1968); Lawrence Kohlberg, The Philosophy of Moral Development (San Francisco: Harper & Row, 1981), and "From Is to Ought: How to Commit the Naturalistic Fallacy and Get Away with it in the Study of Moral Development," in T. Mischel, ed., Cognitive Development and Epistemology (New York: Academic Press, 1971), pp. 151-235.

[5] Walter Loban, Language Development: Kindergarten Through Grade Twelve (Urbana, Il: NCTE, 1976); Kellogg Hunt, Grammatical Structures Written at Three Grade Levels (Champaign, Il: NCTE, 1965); James Britton, Tony Burgess, Nancy Martin, Alex McLeod, and Harold Rosen, The Development of Writing Abilities, 11-18 (1975; rpt. Urbana, Il: NCTE, 1977.

[6] N. Sanford, Where Colleges Fail (San Francisco, Jossey-Bass, 1967).

[7] A recent study at Alverno College, in Wisconsin, reports similar findings about cognitive gains during the first two years of college; see Marcia Mentowski, Mary Moeser, Michael J. Strait, Using the Perry Scheme of Intellectual and Ethical Development as a College Outcomes Measure: A Process and Criteria for Juding Student Performances, 2 vols.(Milwaukee: Alverno College Productions, 1983).

[8] Marie Secor, "Modes of Thinking, Modes of Argument," in Hays, et.al., eds., The Writer's Mind, pp. 67-72.

[9] Perry, pp. 95-102 and passim.

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Topic A

Tougher Drunk Driving Laws?

Background

As you may know, the Colorado Legislature is considering laws which would make the penalties for drunk driving more severe than they now are. This law would require that anyone found guilty of driving under the influence of alcohol be jailed for 24 hours, pay a stiff fine, and have his/her driver's license suspended for 30 days; whether or not the driver was "under the influence of alcohol" would be determined by machine tests of blood-alcohol levels. Second-time offenders would be sentenced to a month in jail, would pay an even stiffer fine, and have their licenses revoked for six months; in addition, they would have to attend an Alcohol Education program for a year. Any person driving while under the influence of alcohol and involved in an accident resulting in a fatality would automatically be charged with manslaughter.

Essay Assignment

Most of us have had some experience with drunken drivers, whether we know someone who drinks and drives or know someone who has been in an accident involving a drunk driver. Write a well-organized essay of about 1000 words in which you take a stand on the issue of tough drunk-driving laws. Assume that you are writing for readers that pretty much feel the way you do about drunk-driving laws (see below); in order to be effective and persuasive with even a sympathetic audience, of course, your argument should be well-organized, logical, and supported by examples and illustrations.

Readers

If, on the whole, you favor tougher drunk-driving laws, write your essay for the newsletter or magazine of one of the following groups:

Mothers Against Drunk Drivers
Alcoholics Anonymous
Colorado Highway Patrol
Colorado Springs Alcohol and Drug Abuse Workers
Colorado Springs Council of Churches

If, on the whole, you oppose tougher drunk-driving laws, write your essay for the newsletter or magazine of one of the following groups:

Colorado Beverage Industry
Colorado Springs Bar and Tavern Owners Association
Colorado Teamsters Union
John Birch Society, Colorado Springs Chapter
TRIM (Trim Taxes Immediately), Colorado Springs Chapter
Members of Playboy Clubs, Western Area

Underline the readers that you will write your essay for, and write the name of your readers here:

_____

Write your own name here: _____

Hand this sheet in with your essay.

Topic B

Writing About Tougher Drunk Driving Laws for a Hostile Audience

Background

Last session, you wrote an essay in which you took a position on the issue of tough drunk driving laws. In that essay, you wrote to an audience that pretty much agreed with your point of view on the subject.

For this assignment, you are to write on the same topic, but this time for an audience that will disagree with your point of view and will probably feel some hostility towards it. Your job as writer is to persuade these unsympathetic readers to at least consider your point of view and maybe, even, change some of their own thinking on the issue of drunk driving laws.

If on the whole you favor tougher drunk driving laws, write your essay for the newsletter or magazine of one of the following groups; these groups will probably be opposed to tougher drunk driving laws:

Colorado Beverage Industry
Colorado Brewers Association
Colorado Springs Bar and Tavern Owners Association
Colorado Teamsters Union
Members of Playboy Clubs, Western Area

If on the whole you are opposed to tougher drunk driving laws, write your essay for the newsletter or magazine of one of the following groups; these groups will probably be in favor of tougher drunk driving laws:

Alcoholics Anonymous
Colorado Highway Patrol
Colorado Springs Alcohol and Drug Abuse Workers
Colorado Springs Council of Churches
Mothers Against Drunk Drivers

Essay Assignment

Write a well-organized essay of around 1000 words in which you present your position on tough drunk driving laws to readers who will disagree with you. Be sure to support your position with examples and illustrations. Note: the 1000 words length is a suggestion only; if you can make an effective argument in a shorter paper, that's fine, or if you need more than 1000 words to construct your argument, that's fine too. Use your common sense about length.

Reminder

The proposed new drunk driving law would include a mandatory jail sentence for 24 hours for anyone found guilty on a first offense of driving under the influence of alcohol together with a stiff fine and suspension of the person's driving license for 30 days; second-time offenders would be sentenced to 30 days in jail, pay an even stiffer fine, and lose their driver's licenses for six months. They would also have to attend an Alcohol Education program for one year. Any person driving while under the influence of alcohol and involved in an accident resulting in a fatality would automatically be charged with manslaughter.

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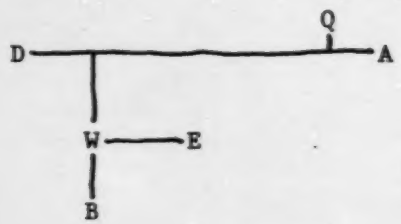
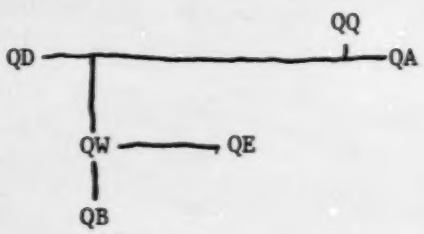
DISCOURSE CODING SCHEME

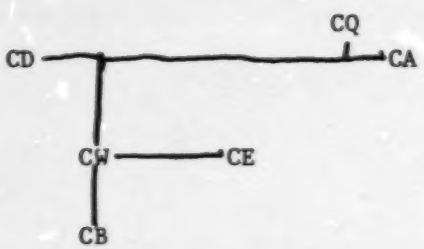
1. ASSERTION OR CLAIM (THESIS)



2. QUESTIONING OF ASSERTION (ANTITHESIS)



3. CONCESSIONARY OR COUNTER ASSERTION OR SYNTHETIC ASSERTION (SYNTHESIS)



A = Assertion, claim, thesis, proposition, statement point

D = Data, concrete evidence for A, facts and figures, examples, illustrations, before point is made about them

W = Warrant, reasons, logical link between D and A

B = Backing or support for warrant, elaboration of warrant, examples supporting warrant

Q = Qualification of terms of premises

FIGURE 1

Perry's Scheme of Development

Position 1 - Basic Duality

The student sees the world in polar terms of we-right-good vs. other-wrong-bad. Right Answers for everything exist in the Absolute, known to Authority, whose role is to mediate (teach) them. Knowledge and goodness are perceived as quantitative accretions of discrete rightnesses to be collected by hard work and obedience (paradigm: a spelling test).

Position 2 - Multiplicity Pre-legitimate

The student perceives diversity of opinion and uncertainty, and accounts for them as unwarranted confusion in poorly qualified Authorities or as mere exercises set by Authority "so we can learn to find The Answer for ourselves."

Position 3 - Multiplicity Subordinate

The student accepts diversity and uncertainty as legitimate but still <u>temporary</u> in areas where Authority "hasn't found The Answer yet." He [sic] supposes Authority grades him in these areas on "good expression" but remains puzzled as to standards.

Position 4 - Multiplicity Correlate or Relativism Subordinate

(a) The student perceives legitimate uncertainty (and therefore diversity of opinion) to be extensive and raises it to the status of an unstructured epistemological realm of its own in which "anyone has a right to his own opinion," a realm which he sets over again Authority's realm where right-wrong still prevails, or (b) the student discovers qualitative contextual relativistic reasoning as a special case of "what They want" within Authority's realm.

Position 5 - Relativism Correlate, Competing, or Diffuse

The student perceives all knowledge and values (including Authority's) as contextual and relativistic and subordinates dualistic right-wrong functions to the status of a special case, in context.

Position 6 - Commitment Foreseen

The student apprehends the necessity of orienting himself in a relativistic world through some form of personal Commitment (as distinct from unquestioned or unconsidered commitment to simple belief in certainty).

Position 7 - Initial Commitment

The student makes an initial Commitment in some area.

Position 8 - Orientation in Implications of Commitment

The student experiences the implications of Commitment, and explores the subjective and stylistic issues of responsibility.

Position 9 - Developing Commitment

The student experiences the affirmation of identity among multiple responsibilities and realizes Commitment as an ongoing, unfolding activity through which he expresses his life style.

--from foldout chart in <u>Forms of Intellectual and Ethical Development</u> in the College Years (New York: Holt, Rinehart, & Winston, 1968.

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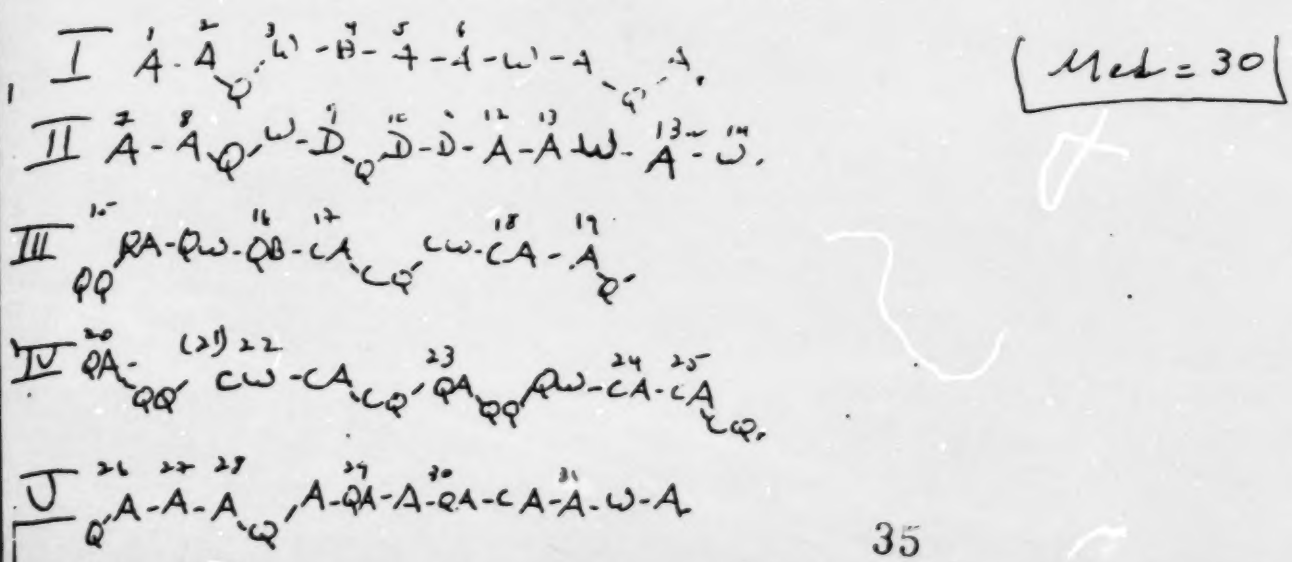
TO THE COLORADO HIGHWAY PATROL NEWSLETTER

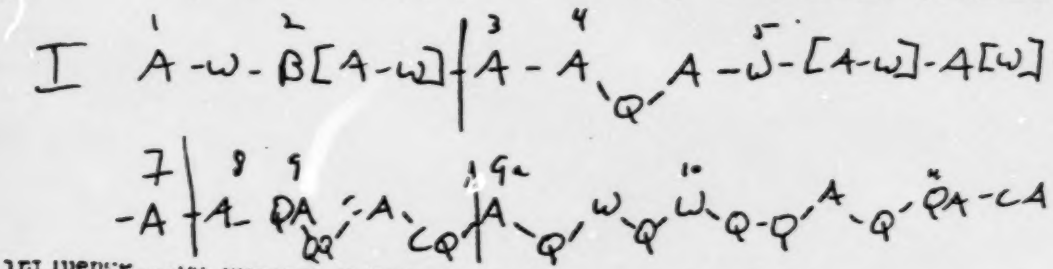
Much has been written lately on the subject of mandatory jail sentences for convicted drink drivers. I feel that a six-month jail sentance would be adequate. I take this strong stand because drunk drivers have been allowed too much leniency in the past. This is based on an

get started writing....that's why I finish it up....so ok...what I might do...on top here... To...To the Colorado Highway Patrol Newsletter...ok...that way if I got that right on top of my essay I'm reminded of who I am writing to and why.....ok...so I could start off by saying...something like gentlemen...you're really doing a great job and all that but I don't feel like doing that...how am I going to start this...gentlemen...drunk drivers... ok...I'll start off...much has been written lately on the subject of should I put stricter or should I put mandatory...ok,I"ll put the subject of mandatory jail sentences for convicted drunk drivers....ok....I feelthat a six month jail sentence sentence would be say that a six month jail sentece would be adequate...I take this strong stand because ok...come back to what I read in the paper which makes sense...much has been written lately on the subject of mandatory jail sentences for convicted drunk drivers...I feel



person because he or she was driving under the influence, should be penalized for vehicular assault if the recipient only received minor injuries and if the person is killed then the driver should be penalized for murder. Any drunk driver found guilty of driving while under the influence should be made to pay a fine and do a special service for the community. ~~Period Soon there are going to be laws passed that will not~~

Low



influence...on no...

under the influence...should be penalized...for vehicular assault...what's the person... if the recipient...if the recipient...if the recipient ...the word.. what is that word?...if the recipient only received minor injuries....and if the person is killed then the driver should be ....should be....should be....should be....should be...should be...should be penalized should be penalized then the driver should be penalized for murder..murder..murderer...murder...I keep forgetting...penalized for murder...murder....hum....what else...should they get...let's see...they should also... drivers should also...drivers should also...should also do something for the community... dummies...ok...drivers whould ....drivers should do some kind of service for the community....spend it...for a week...a month...a month doing certain activities for the community....doing...what...like helping the community out....

.....what am I trying to say? what am I trying to say? let's see...the driver...let's see...the driver should...see...god..what am I trying to say...

High

....including detention....and....higher fines....uhm....jail sentences....and....
license revocation....now...that um....we'll have to go around with....can't leave out
the Alcohol Education program either...for one year?....it's the second-offender...he
would have to go to jail....for a month...pay a fine....have his license revoked for
six months and attend an Alcohol Education program for one year....(!)....how would he
get to the program if he had his license revoked?....I guess he would have to uh...walk...
that's a little bit obsessive....they just seem to be obsessed with piling penalty upon
penalty....un....attend an alcohol...high fines...go to jail...um....this...license
revocation...uhm.... social scorn....high fines...ok...write that um....
second-offenders...offender....would have to attend an Alcohol Education program....
an Alcohol Education program for one year.../.ok./.now that we stated the law....let's
uh...go up to the uhm...uhm....well shall we put...um...we'll start the object...the
object of this essay right after the law and see how it sounds....let's see....we will
say that the object of this essay is to uhmm....is to analyze the....proposed...is to...
analyze the proposed...legislation...analyze the proposed legislation...for what? un..
internal consistency.... ....and...accuracy of general concepts of law....ok....
the object.... facts...uhm...let's see..let's go with uhm....we'll see...
first of all....I kind of convoluted...the law...the order of some of these things as
I've gone along here....uhm....the object of this essay is to analyze the proposed
legislation for internal consistency and accuracy of general concepts of law....well...
uh....gonna do that...that's the object and there is no need to go over the facts...
the of drunk driving statistics...because that would only that would only
bring in some...it would be statistically accurate ...but it would be bringing in some
....introduced in such as a way to make it seem....unsymapthetic to one side....seems
better just to write a paper concerning uh....a totally one-sided argument such as this
one...when I feel both ways about it....uhm....hard line...the hard line is that I
have a group that oppose it.....obviously...so it's kind of a paper that shoots between
the middle...uhm....ok...so what's going on with that?.....internal consistency...and
accuracy of general concepts of law....in other words...uhm....the law...the legisla-
tion is basically internally consistent....the progression of negative sanctions ....
the progression of negative sanctions is logical...this is just turning out to be a

I. A - A - ~~qA~~ - CA -

II. D - D / A

III. A - W - D - A - A - A - W [W - A - W] / qA - CA - qA [A ← W] C - [W] - CW - CB - CB [CA - CW] CB - CB [CB - CA - CA .

IV. A - W - A - A - W - B - B - [A - W] - B - B - B . B - B [W - A] - B . [W - A] - B - A .

V. A - W - ~~KA~~ - CA - qA qq qA - CA - qq

VI. A . A - W - A - A

VII. A . A .

25 - 1 - A

7 The objects of this essay is to analyze the proposed legislation for internal consistency and accuracy of general concepts of law.

The legislation is basically internally consistent. The suspension of negative sanctions is logical, and they range from mandatory 24 hour detention, stiff fine, and suspension of the drivers license all the way to increased versions of the same. The requirement for indoctrination into an Alcohol Education program for one year is illogical. The second offender will soon become the third offender. By the time that he

Colorado Springs Bar and Tavern Owners Association

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"Ding-a-ling. Ding--ling."

"Hello."

"Mr Bartender."

"yes."

"I'm sorry sir but your son Johnny has just been hit by a car which was being driven by a drunk driver. Johnny has been taken to Penrose Hospital and his condition is not very good."

Maybe if this was your son or daughter or anyone you love, you would be in favor of tougher drunk driver laws. Tougher drunk driving laws are aimed at people who should not be driving. Since ~~you~~ drunk drivers are leaving the bars and taverns ~~to~~ to go home, the owners and employees of these establishments should make sure their customers

~~these~~ are in a condition to make it home safely. The ~~laws are in~~ ~~favor of~~ tougher drunk driving laws are not intended to stop people from drinking. ~~These laws~~ If you would help to keep the intoxicated driver ~~off~~ off the street, these laws would not be necessary. The cause for drunk driving occurs at your establishment and these laws do not prevent you from selling alcoholic

beverages to ~~them~~ anyone.

I doubt very seriously that ~~just because a law is passed to~~ these laws will prevent anyone from drinking. ~~Don~~ Don has been going to the bars and discos every weekend for years. In that period of time he has never even come close to having an accident. When these laws are passed, he will

still go to the bars without even thinking that he could lose his license and go to jail. You will still have your customer and he will still drink just as much.

If your customer is an alcoholic, he is probably a better driver under the influence of than a customer who is just a social drinker.

The alcoholic, Chuck, ~~is~~ drinks so much all the time that he is able to control his ~~the~~ actions. Chuck ~~has~~ has been followed by sober drivers around ~~the~~ town. After observing his driving and the driving of sober people, my friends have told me that even though Chuck is intoxicated he is the better driver.

~~The sober driver~~
The social drinker, Tom,
does not know how to handle
himself when drinking. ~~He~~
Tom stumbles around and
passes out when he drinks too
much. ¶ Tom is the one
who should be kept off
the ~~street~~. After all if he
killed someone because he had
been drinking and was not

driving according to the laws,
he should be punished.

These ~~dunes~~ ~~co~~ people are
the ones you should help so
that you can keep them as
customers. How can you help?
There are two ways that are
obvious, alternate transportation
and serving them less alcohol.

As someone who deals with people who drink, you are probably a better judge of when a person has had too much to drink than I am. When this person ~~has~~ reaches his limit you ~~can~~ can simply refuse to sell him anymore alcohol. Now you may think that you will lose a customer but if he goes to

jail ~~him~~ a ~~card~~ you will lose him ~~also~~ as a customer also.

There is another alternative. That is to encourage your customer to find alternate transportation. The most obvious method is a taxi. If your customer is not planning on driving then

there is no reason to stop serving him alcohol.

~~[illegible]~~

Maybe your association should undertake an ad campaign to encourage drinkers to find alternate transportation. This way bars and taverns would still have their business, and people would be safe on the ~~streets~~

With the streets being safe,
if tougher drunk driving
laws would not be necessary,
and everyone would be
happy. Please help to
keep people who are
intoxicated from driving.

4

There is no question that drivers of automobiles who are under the influence of alcohol have caused ~~an~~ an incredible amount of tragedies. Statistics show 3 out of every 4 driving accidents involving injury or death have also involved the drunken driver. This statistic alone should give anyone pause to consider the problem.

~~If your~~ If your teen-age daughter or son were out at a party, not necessarily overindulging in ~~alcoholic drinks~~ drinking alcoholic beverages, but planning on getting into a car, and out on the road, without real concern over the stage of intoxication of the driver, Chances

are he or she could wind up dead on that road. Just look at that statistic! When 3 out of 4 driving accidents involve drunken drivers and hundreds of accidents occur every week-end, in every area of the country, we absolutely must take consider the fact that this tragic the tragic epidemic of drunken drinking will most likely, some day, affect us personally.

There is no question that alcohol reduces our ability to think clearly and respond effectively. Reflexes are slowed. An inebriated person either drives too slow or too fast. They cannot react if he or she often falls asleep at the wheel. Alcohol is a stimulant & the brain only

initially. (12) Then it becomes a sedative.

(13) These are all facts. (14) Anyone in the business related to making money off the drinking habits of the public, ought to be highly sensitive to problems ~~drinking~~ ~~that cause~~ caused by the insensitive drinker. (15) It is not always or necessarily the fault of the substance, alcohol; but abuse of this substance by those who use it indiscriminately. (16) Tougher drunk driving laws would, hopefully get these abusers off the road. ~~[illegible]~~ (17) The use of alcohol by those who can handle it and by those who do NOT abuse it, will always be a part of our society.

(18) Those of you who ~~make money off of the~~ are involved with

business and industries related to the public's drinking habits, should strongly support measures toward curbing and eventually stopping the frequent occurence of the drunken driver ~~[redacted]~~, (17) ~~[redacted]~~ doing so, will be showing ~~[redacted]~~ wonderful respect for human life. courageously supporting human life.

7

To Colorado Springs Bar & Tavern Owners Assn

I am writing to your organization a plea to support me in my fight against drunk driving. I do this, knowing that your association is not a strong advocate of such laws. But the thousands of fatalities and injuries caused annually by drunken drivers is unprecedented. The time is right for tougher drunk driving laws since the nation as a whole appears fed up and will not tolerate "easy" sentences. Some of the ways suggested to reduce drunk-driving accidents would be to raise fines, install alcohol-breath analyzers in taverns, and raise the minimum drinking age limit to twenty-one nationwide.

The proposed new drunk driving law would include a mandatory jail

sentence for 24 hours for anyone found guilty on a first offense of drunk driving, along with a 30 day suspension of the person's driving license. Second time offenders would be sentenced to 30 days in jail, and lose their drivers license for six months. This could possibly work as a deterrant, but I feel that these penalties are too severe. If a person is either jailed or has his/her license suspended, they are not the only ones who will suffer because of their actions, their drunk driver might lose their jobs, and if they are married their families will suffer as well. Their employers might lose a good worker just because of one temporary incident. Also,

if these people are in jail they are less productive to society. The GNP could fall because these workers are not producing which means less taxes are paid, and the already sagging economy will fall even more. An alternative would be to raise the minimum fines to a level where although it caused hurt the family involved, a fine first would not cause the drunk driver to lose his job. This additional revenues would be used to educate the public on the dangers of drunk driving. It could be also used to repair damage of city streets and state highways caused by the drunk drivers negligence. This way the

drunk drivers themselves would bear the burden, not the taxpayers. Your association could help tremendously by stop serving that additional drink to one of your customers. In the past, a bartender could not expect to determine if a patron was legally intoxicated. But with the installation of alcohol breath analyzer machines, this could be accomplished.

A recent article in Time magazine reported that one state is installing alcohol-breath analyzer machines in bars and taverns. These machines are coin operated at an approx cost of 50¢. The machine would have a tube-like attachment which a person could blow into. The machine would then print out

the alcohol level of that drinker on the machine would be a scale which would show that person how close to, or if indeed he had surpassed the legal alcohol level. A bartender could then keep track of who was indeed legally intoxicated, and should stop serving this person alcohol. The original cost of the machine would go by the tavern itself. But the 50¢ charge in time would pay for the analyzer. Perhaps, a tax write-off for the machine could be suggested as an incentive for tavern owners to purchase this potential life saving item. Finally, a third alternative in the fight against drunk drivers would be to raise the drinking age limit to twenty one years of age.

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Raising the minimum drinking age limit to 21 years of age might seem like an idea which would decrease revenues from your business. I disagree! Most persons under 21 years do not frequent bars and taverns as we know them. These young drinkers are more the private party givers and night club dancers who get together with their friends. So by raising the age limit to 21, I feel that revenues lost in your part would be at a minimum. I suggest this be done because the younger drinkers are the ones who generally are less immature about drinking. They consider being drunk as goofy

along with the crowd. The men especially see themselves as "macho" when they drink more than their peers. Thus, when they are on the road, this age group will tend to show off, instead of trying to make it home safely like older drivers would. This age group normally is single, thus are more inclined to take risks while drunk driving, and feel less responsibility than a married person.

In conclusion, I hope that my arguments for tougher drunk driving laws has not been in vain. As part of the Colorado Springs community, I feel that you want what is best for the majority of the people. Your support would

prove to the nation that everyone is concerned with drunk drivers. Even an association such as yours. By increasing minimum fines to a level that is more than a "hard-slap", deterrence would be increased to a point where education on drinking and driving could be increased. By installing alcohol-breath analyzers in every bar and tavern, a person could determine if indeed he was nearing the point of legal-intoxication. And finally, by raising the drinking age limit to 21. the less mature drinkers would be kept off the road. Those support me in my fight against drunk drivers that will save more than one thing more precious than money, lives.